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ABSTRACT

A traditional world regional geography course inescapably entails a flow of information that many community college students find overwhelming. This paper delineates five strategies developed over 30 years of teaching to help students cope with this fundamental problem: (1) using study guides or a manual to help students understand assigned readings; (2) employing a daily system of map quizzes and homework collection that requires students to commit to a regular map study and textbook reading between class meetings; (3) lecturing with Microsoft PowerPoint and providing students with access through the Internet to complete lecture notes that can be printed; (4) providing study guides for non-lecture activities; and (5) designing examinations that offer students the opportunity to prepare for essay questions in advance and to earn half a credit for making open-book corrections of their incorrect answers on objective questions. The paper describes these strategies in sufficient detail for implementation and discusses the benefits and problems of employing each strategy. It concludes that an instructor who adopts such strategies can resist the increasing pressure to reduce factual content and can deliver a program of study through which students are able to gain greater knowledge of the world than many ever imagined they could in a single course. Contains 10 appendixes with different types of sample questions and answers. (Author/BT)

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Strategies to Help Students Cope with the High Information Flow in World Regional Geography Courses.

Douglas E. Heath

SO 034 828

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STRATEGIES TO HELP STUDENTS COPE WITH THE HIGH INFORMATION FLOW IN WORLD REGIONAL GEOGRAPHY COURSES[1]

by Dr. Douglas E. Heath

Professor of Geography and Geology
Northampton Community College
Bethlehem, PA 18020

dheath@northampton.edu

ABSTRACT

A traditional World Regional Geography course inescapably entails a flow of information that many community college students find overwhelming. During three decades of teaching this course, the author has developed five strategies to help students cope with this fundamental problem: (1) using study guides or a manual to help students understand assigned readings; (2) employing a daily system of map quizzes and homework collection that requires students to commit to regular map-study and textbook-reading between class meetings; (3) lecturing with Powerpoint and providing students with access through the Internet to complete lecture notes that they can print in a suitable format; (4) providing study guides for non-lecture activities (such as video documentaries and critical thinking exercises) that students are able to use to structure their note-taking; (5) designing exams that give students the opportunity to prepare for essay questions in advance and to earn half-credit by making open-book corrections of their incorrect answers on objective questions. This paper describes these strategies in sufficient detail for someone else to be able to implement them and concisely discusses the benefits and problems of employing each strategy. It concludes that a professor who adopts such strategies can resist the increasing pressure to reduce factual content and can deliver a program of study through which students are able to gain much greater knowledge of the world than many ever imagined they could in a single course. Keywords: World Regional Geography, study guides, quizzes, Powerpoint, printable lecture notes, open-book questions.

INTRODUCTION

The standard World Regional course seems destined to remain a staple offering because many students want a global survey but are unwilling or unable to take a second semester of Geography. Unfortunately, many of these students, especially freshmen at open-enrollment colleges, have neither the study habits nor the knowledge base necessary to cope with the high flow of information that is inescapable in any one-semester course that covers the entire world. To the extent that we fail to acknowledge this problem and deal with it, we find ourselves forced to choose between two unacceptable conditions: high failure rates and insidious grade inflation.

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[1] This paper was presented at the Annual Meeting of the Association of American Geographers, New Orleans, LA, March 7, 2003.

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We must avoid this dilemma by helping under-prepared students to think about many unfamiliar places, and this paper offers five strategies for doing so.

STRATEGY #1: USING CHAPTER STUDY GUIDES OR A COURSE MANUAL TO HELP STUDENTS TO UNDERSTAND ASSIGNED READINGS

As an idealistic young instructor who was critical of "dull textbooks," I tried for a few years to teach World Geography with an atlas, some reserve readings, the print and non-print news media, and selected films. I finally gave up because many of my students knew so little about the world that they needed a textbook, but since few were able to use it effectively, I had to write a study guide for each chapter. These eventually evolved into a single bound volume, a student manual for the entire course.

Each regional chapter begins with a list of the locations that I require students to learn followed immediately by three copies a regional outline map that NCGE allows instructors to duplicate without charge for classroom use. Students make a reference map on the first copy and use the second and third copies for self-graded tests. I hope to replace these paper maps with computerized interactive map quizzes that would allow students to learn the locations more efficiently. The maps are followed by a set of study questions, a sample of which is provided in Appendix 1. At first these were open-ended, but I switched to a fill-in-the-blank format so that students would realize when they were missing specific content that I expect them to assimilate. Some of these questions are written so as to require critical thinking, especially in applying concepts and in summarizing information.

I tell students that I expect them to make one honest attempt to read the passage in the textbook and answer the corresponding question in the manual. After that, they are to seek help from me, a course tutor, or each other rather than spending time struggling with the particular question. The tutor has a complete answer key so that students have reasonable access to correct answers. I struggle to prevent students from mindlessly copying answers, a practice that becomes far too common as the semester proceeds and the students organize themselves. Despite this unresolved problem, the system is beneficial because it allows me to set the bar where it must be set; that is, the students are responsible on the unit exams for textbook material that we do not cover in class. Because they get the assistance they need to complete the work assigned in the manual, I am being fair and reasonable when I write exam questions based on it.

I produce a master of the manual on my word processor, order copies each semester from the college's central duplicating service, and arrange to have them sold at cost in the bookstore. Every two years when the textbook is revised, I have to spend a couple of weeks during the summer revising the manual. I judge this rather tedious effort to be worthwhile because it provides the mechanism that requires and enables my students to use the textbook in the serious and methodical way.

STRATEGY #2: A DAILY SYSTEM OF MAP QUIZZES AND HOMEWORK COLLECTION

Excluding the introductory class and exam dates, there are 26 class meetings during the semester, and on half of them I give an unannounced map quiz, like the one in Appendix 2. Each quiz begins promptly at the start of class and lasts no longer than four minutes. By enforcing a policy of "no make-ups," I get most students to be punctual as well as prepared. It is much rarer now for students to be disoriented as a result of having arrived after a lecture, documentary, or critical thinking exercise has already begun. Each quiz has 7 locations worth 1 point apiece, but the maximum score is only 5 points, which gives the student 7 chances to get 5 correct for a perfect score. At the end of the semester, the student's 3 lowest grades are dropped, leaving 10 quizzes worth a total of 50 points. The assignment schedule tells students what locations they need to study for each class meeting. On days when no quiz is given, the locations they studied become eligible for inclusion on the next quiz.

The map quizzes are intended to motivate students to do the map homework in regular, small doses as it is assigned, which is the *only* way for most students to succeed. It also allows them to assess their progress in developing their place-name framework so that they know before the unit exam how they are doing and can make a timely decision, if necessary, to work harder or get more assistance. The leniency in quiz grading provides encouragement and rewards effort, but it has some potential to trick students into overestimating their level of mastery, which could jeopardize their grades on the unit exams. Therefore, I sometimes need to say that "perfect" grades of 5 on map quizzes may mean that students actually got only 72% correct, not the 100% that they want to earn on the map questions that constitute the first 20 points of the unit exam.

On the 13 class meetings without map quizzes, one page of assigned study questions is collected from the Student Manual and graded as follows: 5 points for 70% or more correct, 3 points for 50-69%, 2 points for 30-49%, 1 point for 10-29%, and 0 for less than 10% correct. No late work is accepted, so absentees get zeros, as do students who attempt to do the homework in class after it has been collected. At the end of the semester, each student's 3 lowest grades are dropped, leaving 10 homework grades worth a total of 50 points. Because they can earn a maximum grade of 5 even while missing 30% of the answers, I tell them that they are *not* supposed to spend long periods of time rereading passages of the textbook. Even if they can't see me or the tutor or another student before I collect a particular page, they still have a good chance to earn the maximum grade.

The homework grading procedure motivates students to read in modest doses, rewards them for making steady effort, and helps them assess their comprehension of the textbook. As they work on questions in successive assignments, they become better able to separate those for which they need assistance (from me, a tutor, or a fellow student) from those that they understand through their own reading. This kind of steady effort is what most students need in order to learn geographic facts and concepts from a textbook, but my experience suggests that few will do it without the incentive of a grade.

These practices have substantially improved students attendance, punctuality, and

preparation at little cost to me in time and effort. The map quizzes can be graded swiftly. I save class time by posting grades on a roster (where only the students' initials are used) rather than returning graded quizzes. With these locked in my cabinet, I save more time by simply printing new quizzes from old masters rather than continuously creating new ones. Grading study questions is quick since they have a fill-in-the-blank format and since I distribute a photocopied answer key with any page that contains more than a few mistakes. I also save class time here by returning graded pages as students arrive before class, which most now do because they don't want to miss a map quiz.

STRATEGY #3: LECTURING WITH POWERPOINT AND PROVIDING STUDENTS WITH ACCESS THROUGH THE INTERNET TO COMPLETE LECTURE NOTES

For many years I was frustrated that most students did not take good lecture notes even when I provided a detailed outline and made frequent references to it. PowerPoint solved this problem by allowing me to project on the screen a clear and complete set of notes, but this required rapid copying. I quickly discovered a new anatomical feature – a little switch located on the right temple – which students would flick to the "off" position less than a minute into the lecture. Questioning and discussion ceased, replaced by the audible sighing of fatigued students. The PowerPoint solution was much worse than the problem it was intended to solve, but another technology came to the rescue. I began posting my lecture notes on the Internet and encouraging students to download them, read them before class, and bring them to class. Appendix 3 gives instructions for downloading my lecture notes, and Appendix 4 shows one sample page. My formatting leaves the right half of each page blank so that students can annotate the printed notes during the lecture. Discussion is generally livelier than it has ever been, and now the students have the good notes that they had not been taking during all those years before PowerPoint.

I am so certain that that putting lecture notes on the Internet will encourage students to cut class that I have not yet adopted this practice in my other courses. In World Geography, however, I already had an effective deterrent in place, the daily system of map quizzes and graded homework. Indeed, attendance in World Geography is actually higher than in my other courses where I provide no back-up for missed lectures and, as noted earlier, the map quizzes have also made students significantly more punctual.

STRATEGY #4: PROVIDING STUDY GUIDES FOR NON-LECTURE ACTIVITIES SUCH AS VIDEO DOCUMENTARIES AND CRITICAL THINKING EXERCISES

I include exam questions on videos shown in class just as if I had been lecturing on the topic, but I want the students to look at the people and the landscapes, and they can't do this if they are taking lots of notes. So I plan for a discussion that lasts, at the very least, as long as the video itself. I provide in advance a set of questions – some for quick factual review, others for more open-ended deliberation – and I tell students to take notes on these during the discussion. I often add other reference material to the study guide, such as an introduction and a set of quotations summarizing conflicting viewpoints. Appendix 5 shows a sample.

Similarly, I want students to have good notes on critical thinking exercises that are rich in factual information. I construct these to help students interpret thematic maps, apply certain concepts to particular places described in the textbook, or discuss non-textbook readings that include conflicting viewpoints. In each case I provide a handout that structures their participation in the exercise and their note-taking on it. Appendix 6 shows a sample.

STRATEGY #5: ALLOWING STUDENTS TO EARN HALF-CREDIT BY MAKING OPEN-BOOK CORRECTIONS ON OBJECTIVE QUESTIONS

I believe it is legitimate to award points on exams when students correctly reanswer objective questions because they are demonstrating their familiarity with the information and their success in using reference materials to help them rethink the question. The award of half-credit becomes a strong incentive for students to do the homework and take good class notes so they can reanswer questions in an informed way rather than making pure guesses. Taking the Unit 1 exam convincingly demonstrates that guessing produces an insignificant increase in their grade, and therefore, like it or not, most students come to accept the need to study the textbook in conjunction with the manual. Getting students over this hurdle during the first month of the course is crucial to their chances of attaining typical World Geography outcomes such as building a global place-name framework, understanding spatial variations and their underlying processes, and comprehending opposing viewpoints concerning regional and global conflicts.

Testing in this manner requires a substantial adjustment at first, but over the long run it can reduce workload. Because grading during the exam severely limits my ability to proctor, I must create different exams, one for students in odd numbered seats, the other for students in even numbered seats. Fortunately, it is simple to make different but comparable map questions, and word processing makes it rather easy to scramble thoroughly the order of the matching and multiple choice questions and the order of responses within them. I must also make two templates with holes punched in the correct spots, which provides the only means by which I can grade the exams with sufficient speed and accuracy.

A typical exam contains 10 two-point map questions, 24 two-point matching questions, and 8 four-point multiple choice questions that address whatever has been discussed at the greatest length during that unit. Appendix 7 provides a sample from one exam. Students submit the map answers within a few minutes of the start of the exam and pick up a separate answer sheet for the matching and multiple choice questions. Appendix 8 shows sample answer sheets. While the students work on the second answer sheet, I grade the map answers and alphabetize them for quick retrieval later. As the students finish the second answer sheet, I grade each one by putting a red slash through the number of any question for which no gray-pencil spot appears through the hole in the template. I write fractions for the matching and multiple choice questions with the numerator being the number of points the student earned and the denominator being the possible points in the section. Then I give the graded answer sheet and the red pencil to the student, who proceeds to reanswer the slashed questions open-book with the red pencil and brings the sheet back to me for regrading. Appendix 9 shows a sample. This time I look for red spots through the holes in the template, award half credit for each correctly reanswered question, retrieve the map answer sheet, add the points, and give the student the exam to review with the

final grade calculated. Often a line forms at the front desk, but students rarely wait more than three or four minutes.

I require that the students return their question packets and answer sheets before leaving the room so that I can record the grades, offer brief individual encouragement, and make concise comments about how to get a higher grade on the next exam. Collecting every piece of paper also prevents the exam from falling into the hands of students enrolled in other sections of the course or in subsequent semesters, and with the security of the test instrument assured in this way, I can reuse the exams and templates as often as I see fit. I tell the students that I'll try to give them adequate explanation before they leave the room for anything on the exam that they find confusing, and usually I am able to do so. Since I teach few back-to-back classes and often have access to the classroom before and after the exam period, I can usually make time to talk briefly with every student -- even in fully enrolled sections of 35 -- by starting the exam ten minutes early and letting it run a little late. Occasionally I have to review exams with students at a later date, but this offers an opportunity for additional coaching and encouragement.

Although high enrollments preclude essay questions on my World Geography exams, I regularly use them in other courses, but I have found that giving community college students a major essay question in the standard unannounced way is virtually a guarantee that many will get unsatisfactory grades. Therefore, I now give the students the question a week before the exam, and I often include considerable guidance as to how to go about answering it. Appendix 10 provides two samples, one for 25 points, the other for 50. I find that I am able to prevent students from collaborating with each other through a stern warning that such collaboration is cheating that is punishable by an F and, simultaneously, through my offer of assistance in person, by phone, and through e-mail during the coming week as they work on their essays. I categorically refuse to read their drafts, but I answer their questions and guide them toward the kinds of thinking and types of information that they must employ in order to answer the question well. I find this approach to be manageable, fair, and rather effective in terms of getting many students to incorporate in their essays the kind of detailed factual content that they would otherwise be inclined to ignore.

CONCLUSION

If community college students are to have a realistic prospect of attaining the learning outcomes typical of World Geography courses, they must comprehend at an early point in the semester that they are expected to study a greater volume of fact-laden description and analysis than in most other courses. At this juncture it is crucial that they receive sufficient personal encouragement and academic support to conclude that they can succeed.

Students repeatedly tell me that before taking World Geography they rarely knew the places where the international news is reported and never cared, but that now they really do. I believe that this outcome would be much rarer if I did not use the five strategies summarized in this paper. They have helped me resist the increasing pressure to reduce factual content and have enabled me to deliver a program of study through which students are able to gain much greater knowledge of the world than many ever imagined they could in a single course.

STRATEGIES TO HELP STUDENTS COPE WITH THE HIGH INFORMATION FLOW IN WORLD REGIONAL GEOGRAPHY COURSES

APPENDICES

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7A – MAP QUESTIONS.....8

7B – MATCHING AND MULTIPLE CHOICE.....9

APPENDIX 8 – SAMPLE ANSWER SHEET GRADED ONCE

8A – FOR MAP QUESTIONS.....10

8B – FOR MATCHING AND MULTIPLE CHOICE.....11

APPENDIX 9 – SAMPLE ANSWER SHEET WITH EXTRA CREDIT.....12

APPENDIX 10 – SAMPLE TAKE-HOME ESSAY QUESTIONS

10A – MEDIUM (25 POINTS).....13

10B – LONG (50 POINTS).....14

APPENDIX 1 – SAMPLE QUESTION FROM STUDENT MANUAL

11. Under Catherine the Great in the late 1700s the major direction of Russian territorial expansion was southward to the Black Sea and into the Caucasus Mountains.

12. Next Russia expanded westward. In 1809, they took what is now the state of Finland from the Swedes and in 1815 they took most of what is now the state of Poland.

From "THE COLONIAL LEGACY"

13. Contrast the Russian Empire with the various European empires in terms of their routes of imperial expansion and the spatial configuration their resulting empires:

	European empires	Russian empire
routes of expansion	overseas	overland
spatial configuration	fragmented	contiguous

14. Despite the geographic differences noted above, Russia under the czars was every bit as much of an empire as the more familiar examples of British, French, and Spanish empires because it conquered and ruled territory inhabited by more than 100 other nations. [Insert an underlined term from the outline of the lecture on "Nation and State in Geographic Context."]

From "THE SOVIET LEGACY"

15. Lenin reversed the action of Peter the Great two centuries later by moving the capital from St. Petersburg back to Moscow in order to reorient the country away from Europe and back toward itself. This was also intended to make Russia less vulnerable to any continuation in the series of invasions from the west (i.e. by Napoleon's France, by the Kaiser's Germany, and the forthcoming invasion by Nazi Germany).

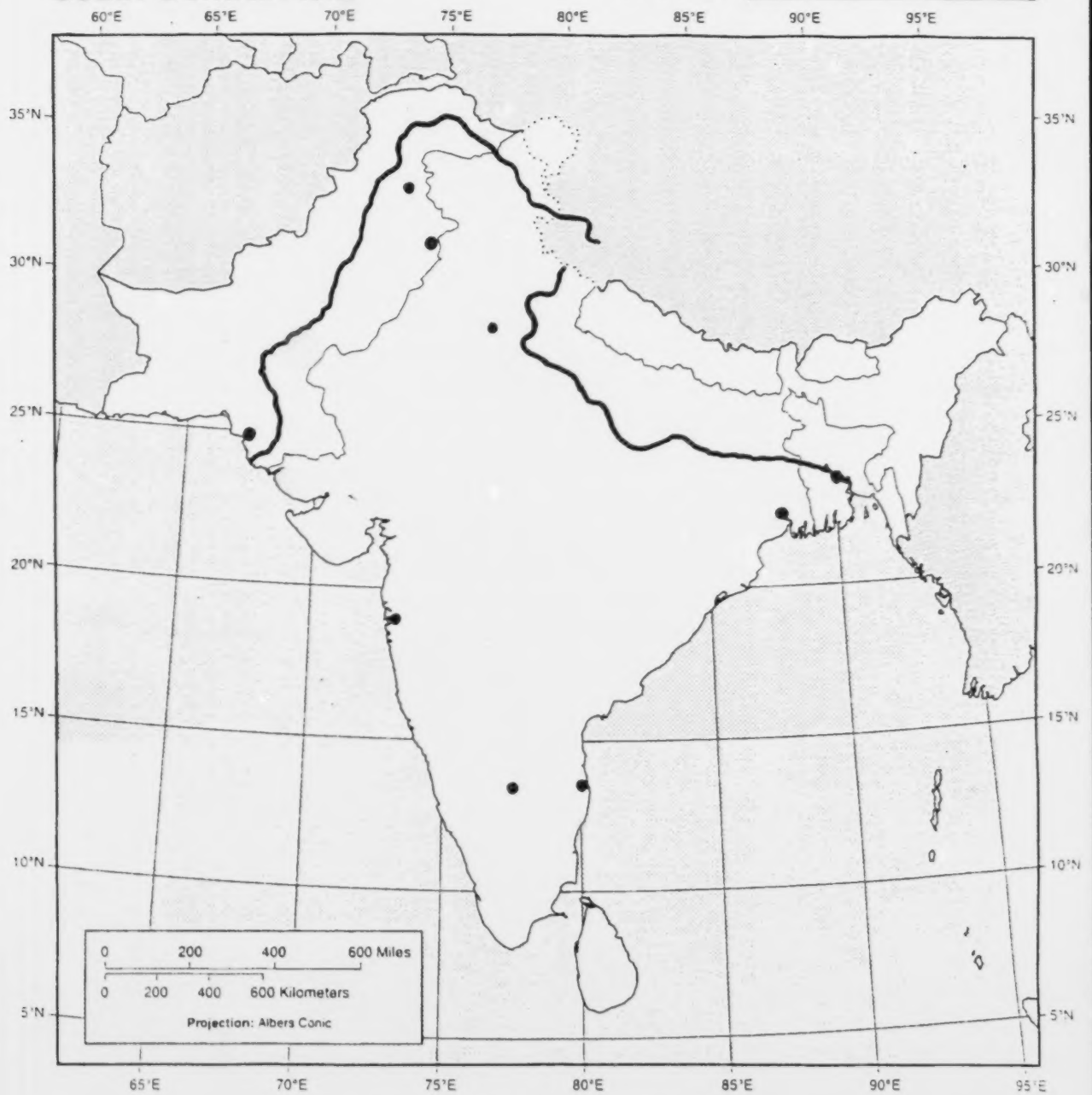
16. The political geographic organization of the Soviet Union was a federation in which power is shared -- only theoretically in this case, not in reality -- among the central government, the political subdivisions (SSRs), and the subdivisions of the subdivisions (Autonomous SSRs or "ASSR's"). Each SSR or major subdivision broadly corresponded to the territory inhabited by a major nation, and each ASSR or minor subdivision broadly corresponded to the territory inhabited by a minor nation. This political geographic structure was designed with the dual objective of keeping non-Russians satisfied to remain within the Russian-dominated Soviet Union and of justifying Soviet actions toward non-Russians to observers in rest of the world. The Soviet Union was claiming that it granted non-Russians meaningful regional autonomy, which satisfied their inalienable right of national self-determination. [In these last two spaces insert underlined terms from the outline of the lecture on "Nation and State."]

17. DeBlij and Muller characterize the former SSRs as Russian "colonies" in the Russian "empire," and they refer to an "astonishing contradiction" when they describe the Soviet posture toward colonialism. The Soviets supported movements for political independence in the colonies of the European empires (calling them "wars of national liberation" and providing military aid) while they simultaneously suppressed such movements by non-Russians within the Russian empire (and, indeed, dismissed the very idea that the Soviet Union was an empire run by and for the Russians).

critical thinking (spelling on)

APPENDIX 2 – SAMPLE MAP QUIZ

South Central Asia NAME: _____



Note: Dotted lines indicate indefinite boundaries.

NOTE: Write a label and circle the dot representing any city on your list.

ODD ROWS:

Arabian Sea
Bangladesh
Kolkata (Calcutta)
India
the Indus
Nepal
Punjab

EVEN ROWS:

Bay of Bengal
Mumbai (Bombay)
the Ganges
Kashmir
New Delhi
Pakistan
Sri Lanka

11

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APPENDIX 3 – HOW TO DOWNLOAD LECTURE NOTES

1. Go to http://northampton.blackboard.com.

   Note: This URL is correct. It has no "www," and it uses ".com" rather than ".edu."

2. Click on the "login" button.

3. Enter "geog" (lower case) as both your user name and password, and click on "login." *DO NOT ENTER ANY OTHER NAME OR PASSWORD. DOING SO WILL BLOCK ACCESS FOR EVERYONE ELSE!*

4. Under "My Courses" in the upper right, click on "On Campus GEOG 101."

5. Click on the "course documents" button on the left side. This brings you to a list of course documents, which are found in files arranged in the order you will be using them. All file names begin with the number of the course unit (e.g. "WG1" indicates Unit 1 of World Geography).

6. If you have an Adobe Acrobat reader, go to step #7. If not, click on the link as explained in the Document at the top of the list to get your free download.

7. Click on the link you want (e.g. "WG1Jamaica.pdf"). This will bring up the document.

8. Click "file" on the toolbar, "print" on the pop-up menu, and "OK" in the print window.

Below these instructions, which appear in the course syllabus, I add the following note:

I strongly recommend that you follow the schedule of classroom activities (on pp 2-3 of the syllabus), print the notes *before* each lecture, and read the notes as an orientation for the lecture. Then bring the printed notes to class so that you can write brief additional comments in the blank space (on the right side of each page) that will help you make sense of the notes. You can also use this space to write questions that come to your mind before, during, or after the lecture or to write additional notes that you derive from the linked study questions in the manual. *This will free you from the tedious task of copying furiously for 80 minutes and allow you to listen, think, make comments, and ask questions.*

APPENDIX 4 – SAMPLE PAGE OF DOWNLOADED LECTURE NOTES

AFROCENTRISM

I. INTRODUCTION

A. my motives in presenting this lecture

- NCC requirement to study some ideas from underrepresented groups of scholars
- appropriateness in WG of studying ideas about Africa's role in the human story
- relevance to EDUC majors and parents as part of multi-culturalism (in lit and soc sci)

B. Molefi Asante's def of Afrocentrism

a trans-disciplinary intellectual movement
"to analyze the world from the perspective of African peoples as subjects rather than as objects objects on the fringe of the European experience."

C. a caveat: Human "races" may have no biological basis.

stable pops (~200,000 years) in various places have characteristic features of skin, hair, bone, blood, etc.
e.g. people in Moscow vs. Cairo vs. Nairobi

Are these regional patterns really "races"?
Moscow to Nairobi:
a large *but gradual* change in skin color
following the change in u.v. radiation

"There are no races, only clines (gradations)."

- skin color: a latitudinal [N-S] cline
- blood type: a longitudinal [E-W] cline (Afr & Eur are similar but differ from E As)
- nose shape, hair type, limb length, etc.: each has its own cline (direction and rate)

Due to the lack of boundaries and variety of clines, most anthropologists believe that the human pop is one continuously varying race.
If true, this undermines:
- some Afrocentric theses (esp IIB)
- much "common sense" about "race"

APPENDIX 5 – SAMPLE DOCUMENTARY STUDY GUIDE

STUDY GUIDE FOR DOCUMENTARY EXCERPTS:

"JOURNEY TO THE OCCUPIED LANDS"[1]

NOTE FOR HISTORICAL CONTEXT:

This documentary was produced in 1992, and obviously much has changed. The two excerpts you will be viewing contain a few out-of-date details, but I judge these problems to be minor in relation to the value of the documentary. Despite its age, "Journey to the Occupied Lands" remains the best available video presentation of what lies behind the extensively reported violence of the region, which is the largely unreported story of the expansion of Jewish "settlement" on "Israeli-occupied Arab territory."

SELECTED QUOTATIONS:

Michael Ambrosino, correspondent and narrator: "[US] political support and the billions in foreign aid we spend here make us players. It's your money, and you are involved."

Mahmoud Samara (Palestinian land owner): "Not all occupations do as the Israeli does now, because Palestine was ruled by the Turkish and they didn't take the land. Also the British and Jordanians, and they didn't take the land. But the Israelis, as you see, they took the land from its owners."

Sondra Baras (Jewish settler): "Israel without Judea and Samaria [i.e. the "West Bank" on your location list] is only ten miles wide. We cannot survive in a country only ten miles wide. The entire Judea and Samaria is only forty miles wide. That's all we're talking about." And the voice of another settler off-camera adds: "surrounded by twenty-two hostile [Arab] nations."

Michael Teplow (Jewish settler): "I have not ejected one single individual in order for me to live in this apartment. ...[This settlement of Karnei Shomrom] was nothing but barren hills filled with rocks and weeds. This (pointing)... on the hill in back of me... was an ancient Israelite town. The absurdity that the world denies the right of the Jew to land, to live in the heartland of Israel, in my mind indicates the hypocrisy of the world... I am a Jew returning to his roots. I am not an American who came here in 1990. What was here before 1967 is foreign. We are native. Jews."

Suad Amiry (Palestinian negotiator): "The power we have is that we exist. We are there. And I think the Intifada...proved to many Israelis that the Palestinians will not disappear. We are there to get our rights."

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[1] The call number is DS119.7.J68. The first excerpt begins at 25:06 just after the narrator interviews a Palestinian lawyer and says, as a map of the West Bank appears on the screen, that "all over the West Bank the landscape has changed." It ends at 41:42 with the completion of a lengthy interview with a group of Jewish settlers in Karnei Shamrom. The second excerpt is very close to the end of the documentary. It begins at 1:18:40 just after negotiators are shown leaving a hotel and getting into a limousine. At this point the scene shifts to the old city of Jerusalem and the narrator begins the final statement that appears on "Selected Quotes" above. It ends just three-and-a-half minutes later at 1:22:08 with a boy kissing the Western wall.

Michael Ambrosino (correspondent and narrator): "It's hard to conceive a solution that doesn't solve the problem of Jerusalem, and yet Jerusalem will be the single biggest stickling point of them all. ...Massive new suburbs have gone up everywhere, housing 130,000 settlers. That's more than in the West Bank and Gaza combined. The Israeli government tripled the city's size by taking land from nearby Arab villages. They simply annexed occupied territory and made it part of Israel. The new settlers altered the balance between the Jewish and Arab populations to ensure that Jerusalem will never be anything but a Jewish city."

REVIEW AND DISCUSSION QUESTIONS:

1. Approximately what fraction of the land of the West Bank was confiscated by the government of Israel between its initial military occupation in 1967 and the production of this documentary in 1992?

2. Contrast this to the earlier occupations of the West Bank by the Turks (1519-1918), the British (1918-48), and the Jordanians (1948-67).

3. Why has Israel confiscated this land?

4. How is this action viewed under the Fourth Geneva Convention (or at least by every state in the world except Israel)?

5. How has this affected the indigenous population of 2,270,000 Palestinian Arabs?

6. How is the US involved in this process?

7. Based on the interviews of the settlers in Karnei Shamrom, why is it difficult for Israel to give back the West Bank and Gaza Strip to the Arabs (as the UN called for in its Resolution #242 at the end of the 1967 war)? Why is this now more difficult to do than it would have been in 1967?

8. Why is it difficult for Israel to keep the West Bank and the Gaza Strip? Why is this more difficult to continue to hold these lands today than it was back in 1967? (Note: Because I selected limited excerpts of this documentary, you'll have to draw on the information presented on p 15 for this.)

9. What has Israel done to change Jerusalem since occupying and annexing it in the 1967 war?

10. What are the Jewish and Islamic holy sites that are "within yards of each other" on Jerusalem's Temple Mount or Haram al-Sharif.

APPENDIX 6 – SAMPLE CRITICAL THINKING EXERCISE

JUAN VALDEZ AND THE CONDITION OF UNDERDEVELOPMENT

1. Context

Juan Valdez is fictional character created over 40 years ago to promote the sale of Columbian coffee and is still seen on American television commercials.

some facts about coffee:

ranks second in global trade among all commodities (petroleum ranks first)
annual US retail sales: > $3 billion
> 20 million people grow it to support themselves

2. Questions about the map of coffee producing regions

Which four geographic realms are the leading producers of coffee? MIDDLE AMERICA, SOUTH AMERICA, SUB-SAHARAN AFRICA, and S.E. ASIA.

Note: Coffee is the most important agricultural export of the majority of countries in Latin America (i.e. Middle America and South America combined).

Every major coffee producing region on the map is located in the TROPICS.

3. Questions before the simulation

Take a guess at the percentage of the retail price of a cup of coffee that...

A. Juan Valdez (or an actual peasant) earns: 10 %
B. people in Colombia (including Juan) earn: 40 %
C. people in the US earn (B + C = 100): 60 %

4. Questions after the simulation

What percentage of the retail price of a cup of coffee did...

A. Juan Valdez (or an actual peasant) earn: ≈ 1 %
B. people in Colombia (including Juan) earn: ≈20 %
C. people in the U. S. earn (= 100 - B): ≈80 %

If this situation is representative, who gets rich from the Third World's "rich natural resources"? Who doesn't?

→ FIRST WORLD → THIRD WORLD

BUT NOTE INDIV. VARIATIONS:
COL. LANDOWNER-LENDER
U.S. PART-TIME RETAIL WORKER

The average price of the world's 33 leading commodities fell by 40% during the 1980s and has remained low ever since. How you think this might have changed the economic development strategies in typical Third World countries?

SWITCH TO EMPHASIS ON MANUFACTURING FOR EXPORT

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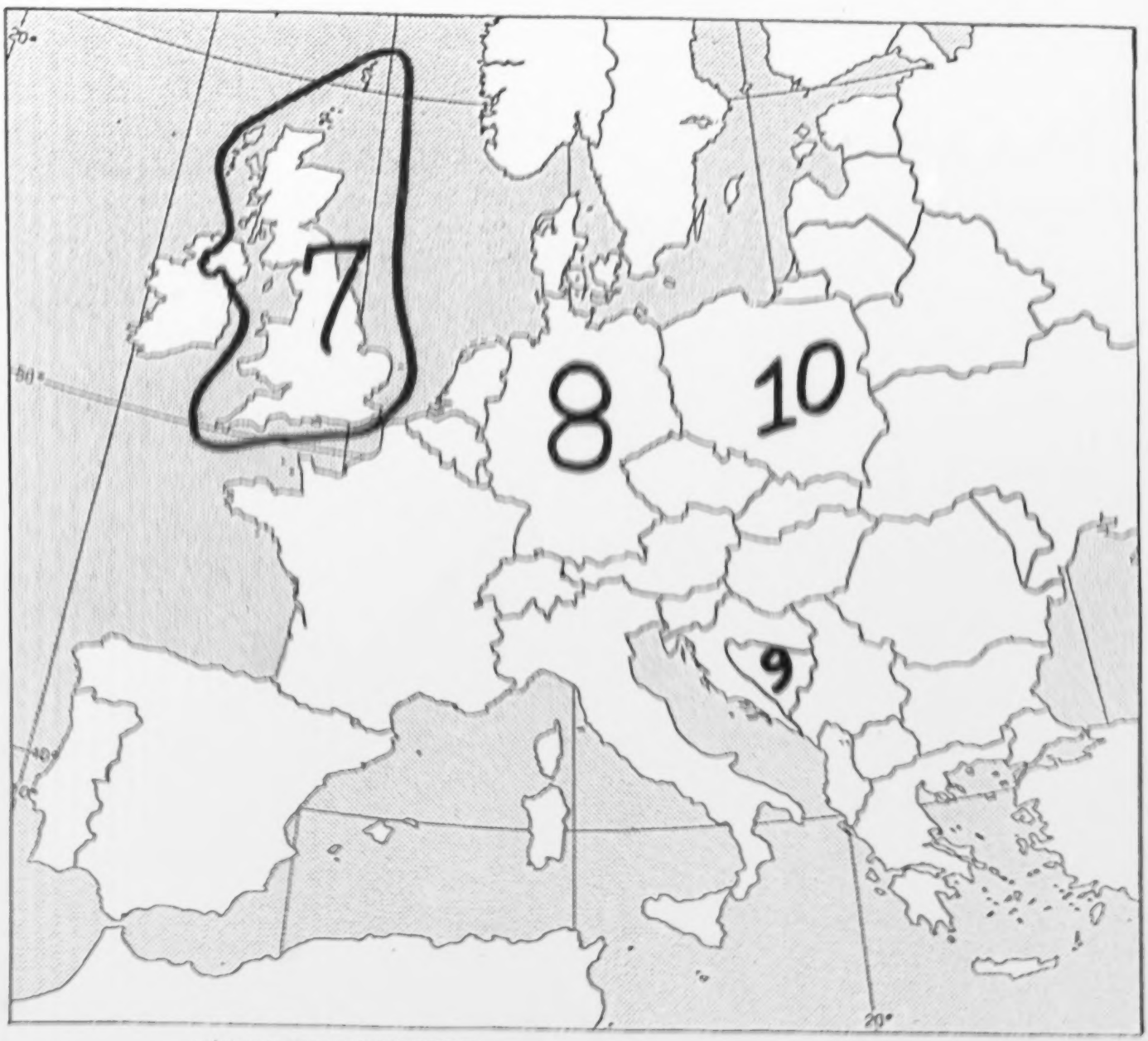
APPENDIX 7A – SAMPLE PAGE OF EXAM QUESTIONS

MAP 3:

A. Austria	D. France	H. Italy	L. Spain
B. Bosnia	E. Germany	I. Lithuania	M. Ukraine
C. Croatia	F. Greece	J. Poland	N. United Kingdom
	G. Hungary	K. Romania	O. Yugoslavia



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APPENDIX 7B – SAMPLE PAGE OF EXAM QUESTIONS

SECTION 4

the object of past, present, or potential future irredentism:	the nation actually or potentially taking an irredentist action:	
17. Sudetenland	A. Albanian	E. German
18. Transylvania, Vojvodina, and southern Slovakia	B. Croatian and Serbian	F. Hungarian
19. Bosnia- Hercegovina	C. Czech and Slovak	G. Romanian
20. Kosovo	D. Estonian and Latvian	H. Russian
21. Crimea, Latvia, and northern Kazakhstan		

SECTION 5

22. lumber and paper	A. Austria, Denmark, France, and the Crimea
23. petroleum and natural gas	B. Finland, Sweden, and Russia
24. fresh fruits and vegetables, especially olives, grapes, and citrus	C. Germany, Poland, Ukraine, and the Urals
	D. Greece, Italy, Spain, and Georgia
	E. Norway, the United Kingdom, Azerbaijan, and Chechnya

MULTIPLE CHOICE QUESTIONS

Select the letter representing the most accurate completion to each item below. (4 points each = 32 total)

1. In class we made a retrospective analysis of a map showing the distribution of different nations within the former Yugoslavia (i.e. within Yugoslavia as it existed before the wars and ethnic cleansing that began in 1991). This analysis showed that

   A. irredentism was not a problem in the original Yugoslavia but would instantly become a severe problem if new states were established from pieces of the old one

   B. the huge potential problem of devolution in the original Yugoslavia would inevitably remain a huge problem in most of the new states that might be formed from pieces of the old one

   C. applying the principle of national determination in 1991 would almost inevitably lead to war and therefore that insisting on the principle of territorial integrity was almost certainly the better option

   D. all of the above

   E. none of the above

APPENDIX 8A – SAMPLE ANSWER SHEET GRADED ONCE

NAME: _____

ANSWER SHEET FOR MAP QUESTIONS -- EVEN ROWS

For each numbered location on the maps, write the letter of the corresponding place name in the space beside that number on this answer sheet.

1. L
2. E
3. A
4. M
5. N K
6. B
7. N
8. E
9. B
10. J

When you finish answering the map questions, submit this answer sheet and pick up an answer sheet for the matching and multiple choice questions.

18/20

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APPENDIX 8B – SAMPLE ANSWER SHEET GRADED ONCE

MATCHING AND MULTIPLE CHOICE QUESTIONS -- ANSWER SHEET FOR EVEN ROWS

Directions: Use only the specified gray or red pencil. Fill-in the entire space. Thoroughly erase any answer you change. No crossing out!

MATCHING

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

MATCHING

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H

30/48

MULT. CHOICE

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E

20/32

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APPENDIX 9 – SAMPLE ANSWER SHEET WITH EXTRA CREDIT

MATCHING AND MULTIPLE CHOICE QUESTIONS -- ANSWER SHEET FOR EVEN ROWS

Directions: Use only the specified gray or red pencil. Fill-in the entire space. Thoroughly erase any answer you change. No crossing out!

MATCHING

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

MATCHING

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H

30/48

81

+9

MULT. CHOICE

1	A	B	C	D	E	
2	A	B	C	D	E	
3	A	B	C	D	E	
4	A	B	C	D	E	
5	A	B	C	D	E	
6	A	B	C	D	E	
7	A	B	C	D	E	
8	A	B	C	D	E	

20/32

+4

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APPENDIX 10A – SAMPLE TAKE-HOME ESSAY QUESTION (MEDIUM)

GEOG 151G – ESSAY QUESTION FOR UNIT 2 EXAM

The Context:

For the purpose of discussion, accept the following debatable argument:

-- that McKnight's distinction between the Inland South and Southeast Coast regions is trivial *in terms of human society and culture* (even if his distinction is significant in terms of the natural environment and economic orientation)

-- that "the South" therefore really is a single culture region.

Your Question:

How would you delimit the South with regard to the following areas that, on the basis of their culture, could be considered either part of the South or part of some adjacent and essentially non-Southern region?

-- the Ozarks and Southern Appalachians

-- the Nashville Basin of Tennessee and the Kentucky Blue Grass Region

-- Megalopolis south of metropolitan Washington (Richmond and Norfolk)

-- Florida

Comments on Grading:

I will *not* grade your essay on the basis of whether I agree with your decisions to include each of these areas in the South or to exclude them. Instead, I will base the grade on the effectiveness with which you use the pertinent factual information provided in your unit packet and in class to support your decisions. Unsupported claims are unacceptable.

I encourage you to contact me in person, by phone, or via e-mail if you discover as you are writing your preliminary draft that you need assistance. ***But collaborating with other students is forbidden from the time you receive the question to the time you take the exam, and you will be given a grade of zero on any essay for which I find evidence of such collaboration.*** During the exam you must write the essay without reference to your preliminary draft or other sources.

****

EXAM ATTENDANCE POLICY

You must take each exam on the scheduled dates listed in the syllabus. YOU WILL RECEIVE A GRADE OF "F" IF YOU MISS AN EXAM WITHOUT PRIOR PERMISSION. Permission for postponement will be granted only if I receive the request as far in advance as possible and judge your reason to have sufficient merit. In case of an emergency, call me (610-861-5543) or e-mail me (dheath@northampton.edu) or and leave a voice mail message. *Be certain to include your phone number and to speak slowly and clearly.*

****

APPENDIX 10B – SAMPLE TAKE-HOME ESSAY QUESTION (LONG)

GEOL 201 -- GUIDELINES FOR PREPARING FOR THE UNIT 1 EXAM

Your first exam will be held on _____. Remember the exam attendance policy: no make-up will be given without prior permission to reschedule your exam. An unexcused absence results in a grade of F.

The exam will contain 50 points of objective questions on Ch 1-7 and one essay question worth 50 points:

1. Summarize the rock cycle with a diagram and an accompanying descriptive essay. Specifically:

   A. Draw a diagram of the rock cycle. Include:

   -- labels that identify the three major classes of rocks and the three other types of earth material (You don't have to draw sketches as in Fig 1-7. Just write labels.)
   -- arrows that show the connections that exist between pairs of these six types of material
   -- a label for each arrow to identify the process by which the material is transformed

   B. Write an organized essay explaining this diagram in which you:

   -- define each of the three classes of rocks and three other types of earth materials
   -- describe the processes by which each of these six is formed as a result of physical or chemical changes in one or more of the other five
   -- within each class of rocks, identify the major two subclasses based on texture and describe variations in rock-forming processes that are responsible for the textural differences

It is hard to imagine that you can adequately answer this in less than two full pages, even writing clearly and concisely. Write at whatever length is necessary to accomplish the tasks listed under 1A and 1B but don't "pad" your essay with information extraneous to the stated tasks.

You must write the essay in class without the benefit of notes, but the best preparation is to write a complete answer in advance, set it aside, and come back to revise it when you are fresh. (This is why you are receiving the question a well before the exam.) Although you may study with other students as you prepare for the exam, you must NOT work with other students on the preparation of this essay. Evidence that you have done so will lead to a charge of cheating and a grade of zero on the essay. Instead of working with other students, you may contact me for clarification and assistance (610-861-5543 dheath@northampton.edu). I will not read drafts but will respond to your questions.

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Signature: Douglas E. Heath	Printed Name/Position/Title: DOUGLAS E. HEATH, PH.D., PROFESSOR
Organization/Address: NORTHAMPTON COMMUNITY COLLEGE 3835 GREEN POND RD., BETHLEHEM, PA 18020	Telephone: (610) 861-5543 FAX:
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